

Transition Plan

Early Childhood Education



Step 1: Identify committee team members and their affiliation, designate a leader, and discuss committee transition goals

<u>Committee Members</u>	<u>Affiliation</u>
<u>Sara Rudolph</u>	<u>schools-principal</u>
<u>Jeffrey Smith</u>	<u>community-local businessman</u>
<u>David Lewis</u>	<u>parent-volunteer coach</u>
<u>Laura Bowden</u>	<u>preschool teacher</u>
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Designated Leader: Laura Bowden

Transition Committee Goals:

1. Support children being ready for school
2. Help families know more about what they can do at home to help children be ready for school
3. Get community more involved with children
4. _____
5. _____

Step 2: Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.

Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
Child-School	Preschool teachers talk and read books about kindergarten	Through home visits, children meet their kindergarten teacher before school starts	Preschool children practice some kindergarten rules and routines toward the end of the preschool year

Family-School	<p>Family receives a general letter about kindergarten before school starts</p> <p>Preschool teachers provide families with information about the elementary expectations, procedures</p>	Elementary school holds a parent orientation for incoming students before school starts, so parents can get to know their children's teachers	Parents are given a set of activities to do with children over the summer prior to their kindergarten year
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Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
School-School	Preschool teacher discusses child's strengths and challenges with kindergarten teacher	<p>Preschool directors meet to discuss common ways to support children</p> <p>Preschool and elementary personnel develop early learning standards together</p>	<p>Preschool directors meet to discuss common ways to support children</p> <p>Preschool and elementary personnel develop early learning standards together</p>
School-Community	School makes kindergarten registration announcement in the local newspaper and via flyers posted at the community center		

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Step 3: Based on your goals and activities you have identified, brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.

Type of connection and type of activity	Activity	When does practice occur?	Who Needs to be Involved?	Potential Barriers	Who is responsible for follow-up?
Family-School (Information sharing)	Provide more specific information about beginning of school expectations and ways parents can prepare children for this	End of preschool, summer before kindergarten	Office staff for mailings and addresses	Information not up-to-date until kids start K	Laura
School-Community (Building relational supports)	Work with current team to identify and engage community members in schools through volunteering	On-going	Community team, schools	Finding a process that works	Jeff
Family-School (Fostering continuity between settings)	Coordinate between preschool and kindergarten ways to orient parents to the setting and upcoming change. This could be through enhanced orientations, tours, field trips	End of preschool, summer before kindergarten	Preschool and elementary teachers, families	If it is during the school day, fewer parents can participate	David

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